

Laura Terrill
May 2014

Fairfield World Language Curriculum Design

lterrillfairfield.wikispaces.com

 lterrillfairfield

2

☆ home

Laura Terrill

email: lterrill@gmail.com


pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>


May 2014

Agenda


 **Agenda.docx**
[Details](#) [Download](#) 94 KB

Powerpoint Handout

Working Document - Overview of Units by Level

 **Fairfield Theme_Topic Overview.docx**
[Details](#) [Download](#) 72 KB

Latin Overview Document

 **Latin Fairfield Theme-Topic Overview.docx**
[Details](#) [Download](#) 90 KB

Laura Terrill, 2014

Workshop Goal:

3

Learn guiding principles for designing standards-based curriculum and units focused on developing learners' language performance.

Laura Terrill, 2014

Curriculum on the shelf or

4



<http://www.splendidactually.com>

Laura Terrill, 2014

...being used to plan instruction?

5



<http://www.splendidactually.com>



<http://brittanyscholer.wordpress.com>

Laura Terrill, 2014

Curriculum in separate columns or

6

Grammar	Vocab	Culture
•	•	•
•	•	•

Laura Terrill, 2014

...integrated?

7

Grammar

-
-

Vocab

-
-

Culture

-
-

functions
grammar
culture interpersonal
presentational
interpretive content
vocabulary
modes

Laura Terrill, 2014

8



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

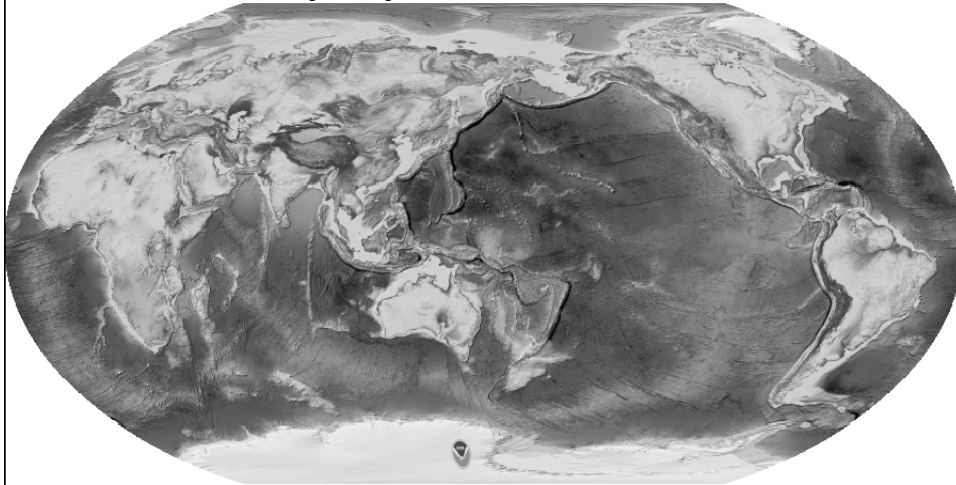
GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

Laura Terrill, 2014

CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Laura Terrill, 2014

**They come to understand
other perspectives and cultures.**



**Communication: knowing how, when
and why to say what to whom**

Laura Terrill, 2014



Common Core



12

- Balance of Informational and Literary Texts
- Close Reading of Increasingly Complex Texts
- Use of Evidence-Based Arguments
- Interaction with Multiple Print, Auditory, and Visual Sources

Laura Terrill, 2014

Common Core State Standards for English Language Arts and Literacy

13

Distribution of Literary and Informational Passages by Grade in the 2009 Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%



Laura Terrill, 2014

Common Core Writing Standards

14

- Three types of writing
- The writing process
- The quality of student writing
- Writing as integral even for very young students
- Writing across all disciplines and for real purposes



Pathways to the Common Core
Accelerating Achievement
 Calkins, Ehrenworth, Lehman

Laura Terrill, 2014

Target Percentage Distribution of NAEP writing tasks

15

Communicative Purpose	Grade 8	Grade 12
To persuade	35	40
To explain	35	40
To convey experience	30	20



Pathways to the Common Core
Accelerating Achievement
Calkins, Ehrenworth, Lehman

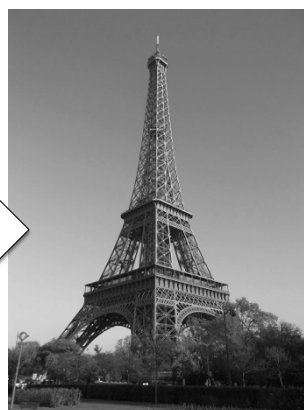
Laura Terrill, 2014

Performance TOWARD Proficiency

16



**NCSSFL-ACTFL
Global Can-Do
Benchmarks**



Laura Terrill, 2014

NCSSFL-ACTFL Global Benchmarks Interpersonal

17

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

L

NCSSFL-ACTFL Global Benchmarks Presentational Writing

18

Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.	I can write on topics related to school, work, and community in a generally organized way. I can write some simple paragraphs about events and experiences in various time frames.

Laura Terrill, 2014

AP Presentational Writing: Persuasive Essay

19

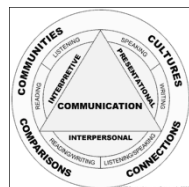
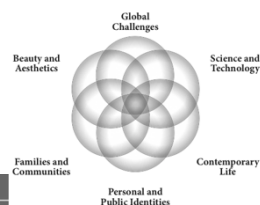
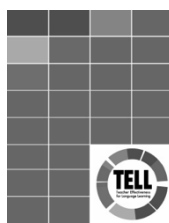
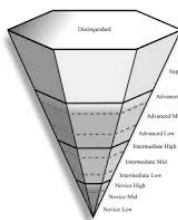
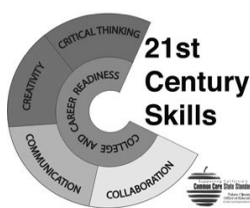
**5
STRONG**

- Effective treatment of topic within the context of the task
- Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies
- Integrates content from all three sources in support of the essay
- Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail
- Organized essay; effective use of transitional elements or cohesive devices
- Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility
- Varied and appropriate vocabulary and idiomatic language
- Accuracy and variety in grammar, syntax, and usage, with few errors
- Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences

Laura Terrill, 2014

20

WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES



3 Stages of ("Backward") Design

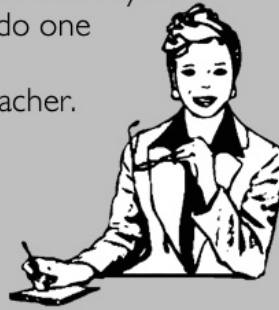
1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences & instruction

Laura Terrill, 2014

21

Sometimes I like to treat myself
at work and just do one
thing at a time.
Oh, wait, I'm a teacher.

your eCards
someecards.com



Laura Terrill, 2014

“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



22

Laura Terrill, 2014



Teaching is

24



*what occurs
outside the
head.*

Ruby Payne

Laura Terrill, 2014

Learning is

25

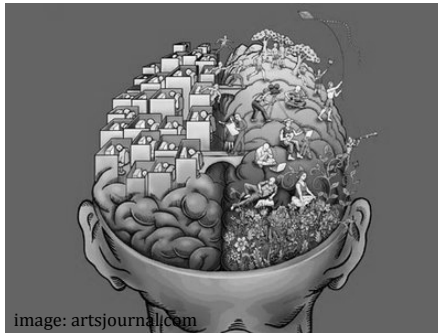


image: artsjournal.com

*what occurs
inside the
head.*

Ruby Payne

Laura Terrill, 2014

Mindset for Curriculum Design

26

- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

Laura Terrill, 2014

Advantages of Themes & Topics

27

- ❑ Makes instruction more comprehensible because the theme creates a meaningful context
- ❑ Changes the instructional focus from the language itself to the use of language to achieve meaningful goals
- ❑ Provides a rich context for standards-based instruction
- ❑ Offers a natural setting for narrative structure and task-based organization of content

--Curtain and Dahlberg (2010) pp 150 – 151

Laura Terrill, 2014

Advantages of Themes & Topics

28

- ❑ Involves the students in real language use
- ❑ Engages the learner in complex thinking and more sophisticated use of language
- ❑ Avoids the use of isolated grammatical structures
- ❑ Connects content, language, and culture goals to a “big idea”

--Curtain and Dahlberg (2010) pp 150 – 151

Laura Terrill, 2014

Importance of Authentic Texts

29

Authentic Text – text written by speakers of the target language for speakers of the language



image: <http://1jour1actu.com/science/blobfish/>

Laura Terrill, 2014

Le blobfish, que l'on pourrait traduire par «poisson-tache», existe vraiment dans les eaux du Pacifique. Malgré son physique peu ragoûtant, il est en train de concurrencer sérieusement les images de chatons mignons sur internet! Et il gagne même des prix. *1jour1actu* te raconte son histoire.



Beurk! Quelle drôle de tête! Pas de doute, c'est bien le blobfish qui a gagné l'élection de l'animal le plus laid!

Laura Terrill, 2014

CHIEN PERDU

le 7 juillet 2011 à Torcy (77200)

perdu Husky de Sibérie

femelle marron et blanc

tatouage, puce: oui, mais étrangers!

La chienne est identifiée par puce électronique donc si vous la trouvez amenez-la chez un vétérinaire qui scanner la puce et aura les informations.

Si vous avez la moindre information, s'il vous plaît contactez nous

Mathilde, Tél: 07.86.51.86.54

Tatiana, Tél: 02.37.34.73.84

Email: olya.kravtsova@gmail.com

Récompense

Ne restez pas indifférent. Demandez à vos amis, peut-être quelqu'un d'eux a vu ce chien. Merci beaucoup.

Se busca Poodle

Responde al nombre de "PELUDO"

Porta un collar color Rojo y una placa con su nombre.

Fue visto por última vez frente al estadio de Rangers.

Por favor, si lo ven llamen a uno de los siguientes números, gracias.



74095582 ó 78660783



Se ofrece recompensa económica.

Jean and Andre

32

Jean and Andre are brothers. Jean is older. The two go to a school which is found less than five kilometers from their home in Paris. Although there is a difference in age of three years between the two brothers, their grade levels are only two years apart. Andre is in sixth grade.

What grade is Jean in?

Education Systems: U.S. and France

33

U.S. Grade Level	France Grade Level
6	6
7	5
8	4
9	3
10	2
11	1
12	terminale

Laura Terrill, 2014

Complex Thinking — Simple Language

34



No soy un abrigo.

Laura Terrill, 2014

Helena Curtain

Living in the City - Poitiers

35

CE QU'ILS ONT PENSÉ DU FUTUROSCOPE

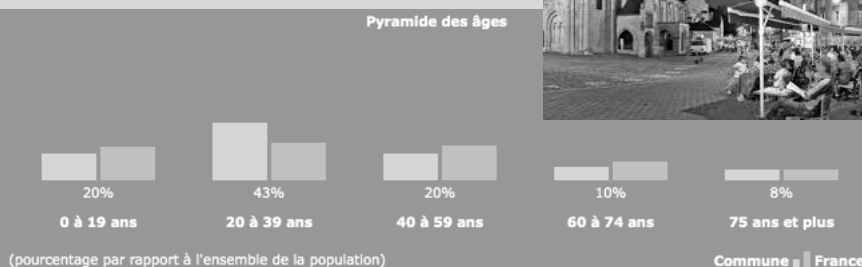
« Une immersion totale et des sensations décuplées ! »

« Très bon parc, on s'amuse et on apprend aussi beaucoup de choses. »

★★★★★ Maxime, 27 ans - Gruissan (11)

« Tous les membres de la famille y trouvent leur compte ! »

★★★★★ Marie, 36 ans - Maisons Alfort (94)



Language and Level / Grade	French Novice Mid- High
Theme/Topic	Contemporary Life: Living in the City
Essential Question(s)	What makes a city special?
Unit Focus	<p>Learners will be able to:</p> <ul style="list-style-type: none"> • Identify businesses, services, schools, parks, etc within a city • Describe the purpose(s) of various businesses, services, etc. in a city • Locate businesses, services, schools, parks, etc on a city map • Ask for and give directions from one point to another within a city • Describe what makes a city special • Compare cities in the United States to cities in (France)

36

Laura Terrill, 2014

Living in the City

37

Students will have the opportunity to explore the city of Poitiers from the point of view of someone who might select Poitiers as a tourist destination. They will work with various texts that share information on Poitiers as they learn more about the city and will take a virtual tour of Futuroscope comparing that amusement park to others they may have visited. They will compare Poitiers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Poitiers unique. They will be able to get around the city asking for and giving explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Poitiers. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.

Laura Terrill, 2014

Selecting content....

p. 72

38



Interculturality

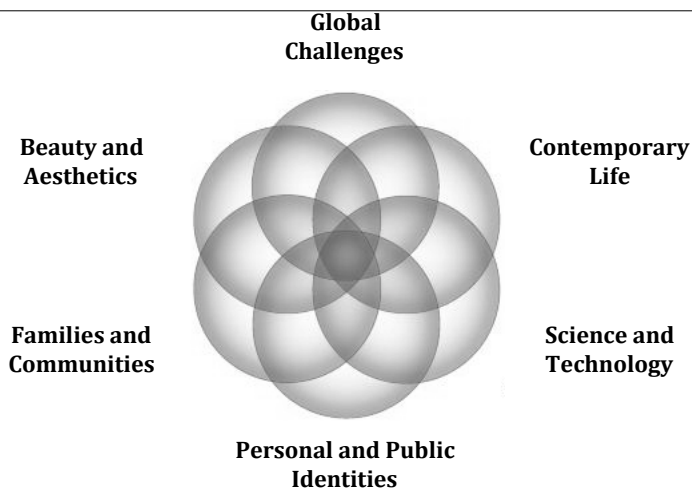
“...helps learners to avoid stereotyping individuals, to develop curiosity and openness to others, and to discover other cultures....to see that interaction with individuals having different social identities and cultures is an enriching experience.”

© Clementi & Terrill

Laura Terrill, 2014


AP Themes Guiding Unit Development

39



Laura Terrill, 2014

40

Global Challenges	Contemporary Life	Personal and Public Identities
<ul style="list-style-type: none"> • Diversity Issues—tolerance • Economic Issues • Environmental Issues • Health Issues • Human Rights • Nutrition and Food Safety • Peace and War 	<ul style="list-style-type: none"> • Advertising and Marketing • Education • Holidays and Celebrations • Housing and Shelter • Leisure and Sports • Professions • Rites of Passage • Travel 	<ul style="list-style-type: none"> • Alienation and Assimilation • Beliefs and Values • Gender and Sexuality • Language and Identity • Multiculturalism • Nationalism and Patriotism
Beauty and Aesthetics	Families and Communities	Science and Technology
<ul style="list-style-type: none"> • Architecture • Contributions to World Artistic Heritage • Ideals of Beauty • Literature • Music • Performing Arts 	<ul style="list-style-type: none"> • Age and Class • Childhood and Adolescence • Citizenship • Customs and Ceremonies • Family Structures • Friendship and Love 	<ul style="list-style-type: none"> • Current Research Topics • Discoveries and Inventions • Ethical Questions • Future Technologies • Intellectual Property • The New Media • Social Impact of Technology

Laura Terrill, 2014

Transitioning from the Textbook

41

Textbook Theme/ Topic	Revised Theme/ Topic	Essential Question
Food	Food and Hunger	Why does hunger exist?
Airplane / Hotel Travel	Explorations	Why does man explore?
Daily Routine/Health	Pursuit of Health and Happiness	What impacts quality of life?
Celebrations	Our Emotional Selves	Why do we celebrate?
House/chores	Rites of Passage	What does it mean to be responsible?
Restaurant	The Art of Food	What role does food play in a culture?

Laura Terrill, 2014

Essential Questions

p. 28

42

Important and Timeless <i>(broad, no single answer)</i>	Elemental or Foundational <i>(debated by experts in the discipline)</i>	Content-related <i>(specific to discipline)</i>
<ul style="list-style-type: none"> • What is art? • What is the relationship between man and nature? • What is wellness? 	<ul style="list-style-type: none"> • What is interculturality and how is it assessed? • What does it mean to be fluent in a language? 	<ul style="list-style-type: none"> • What awareness and understandings of products, practice and perspectives are needed to enter into another culture? • What literacy skills do I need to succeed as a global citizen?

Laura Terrill, 2014

Essential Questions

p. 96

43

	Novice	Intermediate	Advanced
Belonging	What is a family?	What is friendship?	Why is global collaboration important?
Challenges	What is hunger?	What is the connection between clean water and quality of life?	How does overpopulation impact quality of life around the world?
Creativity	What do artists do?	How do music and art reflect society?	What makes a piece of literature a classic?
Discovery	Who are the inventors?	How are advances in science impacting my life today?	What inventions are needed to improve the quality of life on earth?
Exploring Time and Place	What makes a city special?	How does where I live influence my lifestyle?	Why do people say: It's a great place to visit but I wouldn't want to live there?
Identity	How does what I do define who I am?	What am I doing to gain the skills I need for the future?	How is my identity shaped over time?
Well-being	Where does our food come from?	Eat to live or live to eat: what is the difference?	Why consider joining the "slow food" movement?

Laura Terrill, 2014

Pause to consider.....

44

Language and Level	
Theme and Topic	
Essential Question	
Unit Focus	
What should learners know and be able to do by the end of the unit?	

- ☐ What topic?
- ☐ What theme or aspect of that topic?
- ☐ What essential question will focus the unit goals?
- ☐ What are the unit goals? Do they capture the Standards?

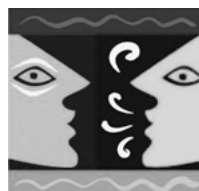
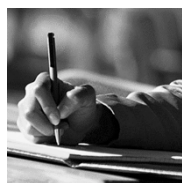
Laura Terrill, 2014

Three Modes of Communication

45



Interpretive



Presentational

Interpersonal

Laura Terrill, 2014

What is the mode of communication?

46

1	Prepare a poster about your favorite sport.	Presentation
2	Watch a travel video and jot down places of interest.	Interpretive
3	Talk about what to do on the weekend.	Interpersonal
4	Send a letter to an e-pal.	Interpersonal
5	Create a graphic organizer for new vocabulary.	Interpretive
6	Create a skit where you buy something in the market.	Presentation

Laura Terrill, 2014

Interpretive Communication....

47

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

Laura Terrill, 2014

Interpersonal Communication....

48

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

Laura Terrill, 2014

Presentational Communication....

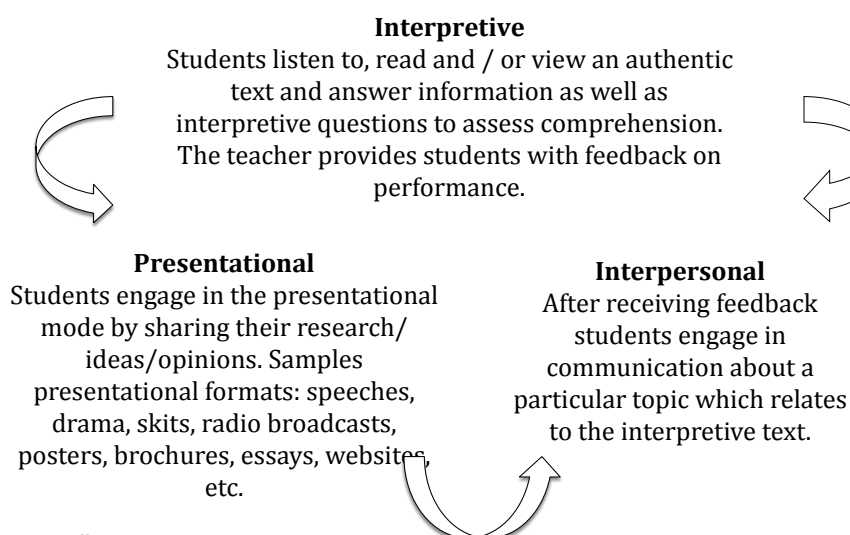
49

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

Laura Terrill, 2014

ACTFL Integrated Performance Assessment

50



Laura Terrill, 2014

Advanced Placement Exam Format

51

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

Laura Terrill, 2014

French AP - 2012

52

Presentational Writing: You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Laura Terrill, 2014

Bloom's Taxonomy

p. 14

53

Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
define find identify list locate match memorize name recall recite recognize record	choose classify compare describe discuss explain express illustrate infer interpret outline paraphrase	apply change choose construct demonstrate dramatize illustrate interview perform present produce share	analyze categorize compare conclude contrast critique debate deconstruct integrate organize outline question	assess critique defend determine evaluate judge justify rate reflect support test validate	assemble compose construct create design develop devise hypothesize imagine invent modify propose

Laura Terrill, 2014

Standards-based Performance Assessment

54

Interpretive Mode

Listen to and follow directions from one place to another on a city map.

Interpretive Mode

Read information on a website about (Poitiers: www.poitiers.fr/) in order to identify what makes Poitiers special. Give reasons for the items on your list.

Interpretive Mode

Watch a video about Futuroscope in Poitiers (www.VisiteduFuturoscopedePoitiers.com) and list what you can see and do there.

Presentational Mode

Your class is planning a trip to France. Work in a small group to suggest a city to visit and explain what there is to do there and why it is a good place to visit. Select appropriate images to make a compelling case to go with your narrative.

Interpersonal Mode

In small groups, review all the suggestions of cities to visit in France. Select three cities that you want to visit, giving reasons for your choices.

Laura Terrill, 2014

Standards-based Performance Assessment

Interpretive Mode Listen to and follow directions from one place to another on a city map.	Interpretive Mode Read information on a website about (Poitiers: www.poitiers.fr/) in order to identify what makes Poitiers special. Give reasons for the items on your list.	Interpretive Mode Watch a video about Futuroscope in Poitiers (www.VisiteduFuturoscopedePoitiers) and list what you can see and do there.
Communication – Collaboration – Creativity – Critical Thinking		
Presentational Mode Your class is planning a trip to France. Work in a small group to suggest a city to visit and explain what there is to do there and why it is a good place to visit. Select appropriate images to make a compelling case to go with your narrative.		Interpersonal Mode In small groups, review all the suggestions of cities to visit in France. Select three cities that you want to visit, giving reasons for your choices.

Laura Terrill, 2014

ACTFL – Proficiency

56

Branches: Text Type

- words
- sentences
- paragraphs

Roots: Content & Contexts

- Topics
- Social Situations



Leaves: Accuracy


- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

Trunk: Functions


- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

Laura Terrill, 2014


Chantal Thompson




NCSSFL/ACTFL
Can-Do Statements
Progress Indicators for Language Learners




Performance TOWARD Proficiency





**NCSSFL-ACTFL
Can-Do
Benchmarks**



Laura Terrill, 2014

Key Comparisons: Performance & Proficiency

58

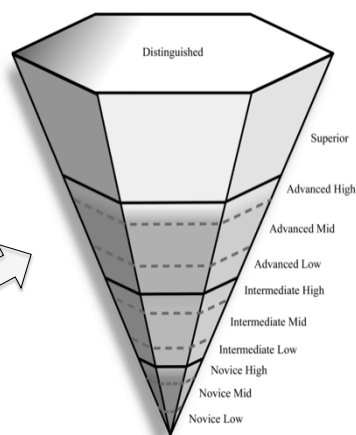
Performance	Proficiency
<ul style="list-style-type: none"> <input type="checkbox"/> Based on classroom instruction <input type="checkbox"/> Practiced <input type="checkbox"/> Familiar content and context <input type="checkbox"/> Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks 	<ul style="list-style-type: none"> <input type="checkbox"/> Independent of specific classroom instruction <input type="checkbox"/> Spontaneous <input type="checkbox"/> Broad content and context <input type="checkbox"/> Sustained performance across all the tasks and contexts for the level

Laura Terrill, 2014

Performance TOWARD Proficiency

59

The language a learner produces on a collective set of performances generally correlates to a proficiency level; ratings that a language learner receives on a variety of performance assessments provides evidence of how the learner may be rated on an assessment of proficiency



Laura Terrill, 2014

Performance Descriptors: Qualities of Performance

p. 63

60

Domain	Qualities of performance	What it describes
Language Control	How accurate is the language?	Learner's level of control over the language he/she uses
Vocabulary	How broad is the vocabulary?	The number of topics and related specificity that a learner can address
Communication Strategies	How does the learner maintain communication?	Strategies to negotiate meaning and express oneself
Cultural Awareness	How is cultural knowledge reflected in language use?	Products, practices, and perspectives used to communicate successfully

Laura Terrill, 2014

Performance Descriptors: Parameters of Performance

p. 63

61

Domain	Parameters of Performance	Examples
Functions	What types of communication can the learner understand and use?	<ul style="list-style-type: none"> •Ask and answer questions •Describe a person, place, thing •Express likes, dislikes with reasons •Tell a story with detailed descriptions
Contexts and Content	What are the contexts (situations) in which the learner can communicate? What are the topics that the learner can understand and discuss?	<ul style="list-style-type: none"> •Oneself •Family •Community •Interests •Professions •Global issues
Text Type	What types of texts can the learner understand and produce in order to be a novice, intermediate, or advanced communicator?	<ul style="list-style-type: none"> •Words •Phrases •Sentences •Questions •Strings of sentences •Paragraphs

Laura Terrill, 2014

Interpersonal Performance Rubric

p. 67

62

	Strong Performance 10	Meets Expectations 8	Approaching Expectations 7
How involved am I in the conversation? (Domains: Functions, Text type)	I ask a variety of relevant questions to keep the conversation going. I can respond to questions and/or add follow-up comments/ information. I encourage others to participate.	I ask relevant questions to keep the conversation going. I can respond to questions and/or make a follow-up comment.	I ask a few relevant questions; I respond to questions simply.

- ☐ How well am I understood? (Language Control)
- ☐ How involved am I in the conversation? (Functions, Text type)
- ☐ What communication strategies do I use? (Communication strategies)
- ☐ How do I demonstrate that I can correctly use the new vocabulary from the unit? (Vocabulary, Contexts/Content)
- ☐ What cultural knowledge and understandings do I share? (Cultural Awareness)

Laura Terrill, 2014

Presentational Performance Rubric

p. 69

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7
How rich is the vocabulary? (Domain: Vocabulary)	Wide variety of familiar vocabulary is used correctly and appropriately incorporating many new expressions from the current unit of study,	Variety of familiar vocabulary is used correctly and appropriately incorporating several new expressions from the current unit of study.	Simple, familiar vocabulary is used correctly incorporating a few new expressions from the current unit of study.

- ☐ The criteria are presented in the form of questions.
- ☐ The appropriate domains of the Performance Descriptors are listed after each question
- ☐ There is a question and domain associated with cultural awareness.
- ☐ Accuracy is not addressed since the final should be ready for publication.
- ☐ The descriptors apply to novice, intermediate and advanced.
- ☐ The rubric has three tiers. The fourth tier would have been one that indicated less than acceptable performance.
- ☐ The numbers attached to the tiers allow a score to transfer easily to a gradebook.

Laura Terrill, 2014

Presentational

What cultural knowledge and understandings do I share? (Domain: Cultural Awareness)	I add relevant information about the target culture. I use cultural gestures and/or expressions that imitate those that a native speaker would use.	I refer to relevant information about the target culture. I may imitate some cultural gestures and/or expressions that a native speaker would use.	I make limited or no references to the target culture. I may use a cultural gesture or expression that I have learned in class.
--	---	--	---

Interpersonal

How are knowledge and understanding of the target culture represented? (Domain: Cultural Awareness)	Information about the target culture is accurately presented; the relationships among products, practices and perspectives are included and justified within the presentation.	Information about the target culture is accurately presented; products and practices and perspectives are identified and some relationships are included within the presentation.	Information about the target culture is presented; products, practices and perspectives are identified.
--	--	---	---

Interpretive

- To evaluate a commercial -
- o Do you think that this product is popular in France? Why or why not?
 - o Do you think this product would be popular in the United States? Why or why not?

Laura Terrill, 2014

Interpersonal Proficiency – Novice Level

Taken from: ©2013 Implementing Integrated Performance Assessment

65

	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
Language Function <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

Laura Terrill, 2014

Pause to consider.....

66

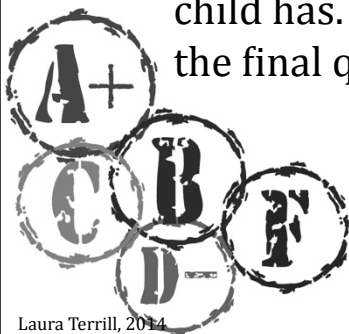
Summative Performance Assessment	Interpretive		
<ul style="list-style-type: none"> • These tasks allow learners to demonstrate how well they have met the goals of the unit. • They are integrated throughout the unit. • The template encourages multiple interpretive tasks. • The interpretive tasks inform the content of the presentational and interpersonal tasks. • The tasks incorporate 21st Century Skills. 			
	Presentational		Interpersonal

Laura Terrill, 2014

What is your grading system?

67

Pretend that I am the parent of a student. I want to know how grades are determined so that I can better understand the grade my child has. Jot down how you determine the final quarter/semester grade. Be sure to include any elements that are required by your school or school district.



Laura Terrill, 2014

68



What percentage of your grade is allocated to interpersonal (unrehearsed) communication?

<http://www.flickr.com/photos/dilaudid/4954719152/sizes/m/>
Markus Koljonen – website: <http://blackswan.carbonmade.com>

Laura Terrill, 2014

Inappropriate Grading Practices

Adapted from [How to Grade for Learning](#), Ken O'Connor

69

- Rating homework and first efforts
- Using averages exclusively
- Using zeros indiscriminately
- Combining attitude and effort with achievement
- Applying severe penalties to late work
- Giving extra credit or bonus marks
- Distinguishing between excused and unexcused absences
- Applying assessment penalties to academic dishonesty
- Not giving special consideration to recent achievement
- Including group scores in individuals grades
- Basing grades on — poor quality assessments, assessment methods, unclear or limited performance standards
- Basing grades on a “lurking” bell curve

Laura Terrill, 2014

Standards-based Grading

70



Category	Percent	Description
Learning Checks	10	Achievement - homework, participation, in-class work, vocab and grammar quizzes
Interpretive	30	Performance - reading/listening based on authentic text that they are seeing or hearing for the first time
Interpersonal	30	Performance - unrehearsed communication with a partner, teacher is not a partner
Presentational	30	Performance - rehearsed writing or speaking, ideally for an audience beyond the teacher

Laura Terrill, 2014



We do not
learn from
experience;
we learn
from
reflecting on
experience.

--John Dewey

71
Laura Terrill, 2014

How many units a year?

p. 44

72

Consider:

- the need for lots of comprehensible input from multiple authentic sources
- the need for time to internalize new vocabulary and structures
- the need to develop all 3 modes of communication
- the fact that each unit's performance assessment includes all three modes of communication
- your school calendar

Laura Terrill, 2014

Cultures: The Culture Triangle

73

Products

Practices

Perspectives

Laura Terrill, 2014

Product, Practice & Related Perspectives

74



Laura Terrill, 2014

Cultures

75

Cultures	Products	Old buildings in cities
	Practices	Maintaining historic town centers
	Perspectives	Importance of preserving the past
	Products	Specialty shops in the center of town
	Practices	Shopping at multiple shops in town
	Perspectives	Appreciation of quality of merchandise

Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Laura Terrill, 2014

Connections

76

Connections	Making Connections	Acquiring Information and Diverse Perspectives
	Geography – location of cities in France; map reading skills Math – metric system for distances Language Arts – interview strategies	Websites for various cities in France. Video of Futuroscope. Video interviews with people about why they like their city.

Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

Acquiring Information and Diverse Perspectives: Learners acquire information and access diverse perspectives that are available through the language and its culture.

Laura Terrill, 2014

Comparisons

77

Comparisons	Language Comparisons	Cultural Comparisons
	Hotel de ville, ville fleurie, village	Layout of cities in France Maintaining historic districts, buildings City statistics

Language Comparisons: Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

Cultural Comparisons: Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Laura Terrill, 2014

Communities

78

Communities	School and Global Communities	Lifelong Learning
	<ul style="list-style-type: none"> •Small group work to plan an itinerary for school trip to France •Skyping with their sister school in France in preparation their exchange 	<ul style="list-style-type: none"> •Researching and planning a trip Self-assessment of progress towards unit goals

School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Laura Terrill, 2014

Connections to Common Core

79

Common Core

Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Writing 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Laura Terrill, 2014

Connections to 21st Century Skills

80

Common Core

Communication	Interpretive, Interpersonal and Presentational Summative Tasks
Communication	Presentational and Interpersonal Summative Tasks
Creativity and Innovation	Presentational Summative Task

Laura Terrill, 2014

Toolbox

81

- Language Functions
- Related Structures/Patterns
- Vocabulary Expansion
- Key Learning Activities/
Formative Assessments
- Resources
- Technology Integration

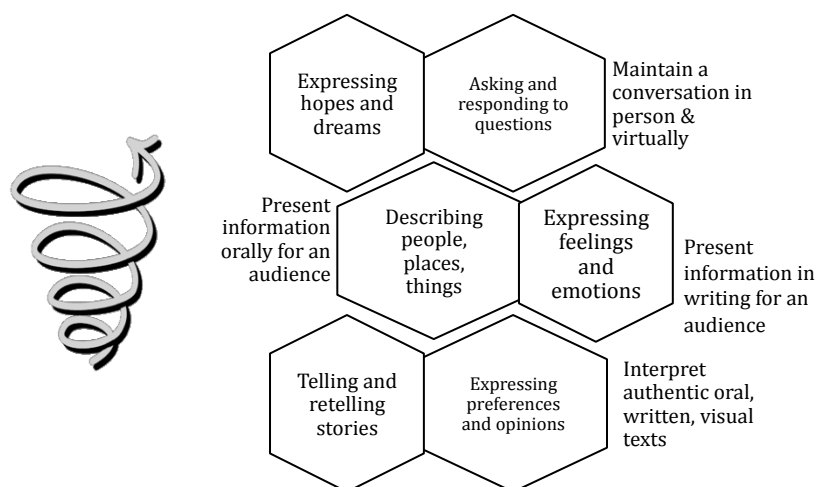


Laura Terrill, 2014

Top Ten Functions and Related Tasks

p. 78 &
105

82



Laura Terrill, 2014

Increasing levels of proficiency

p. 77

Novice → Intermediate → Advanced					
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

Laura Terrill, 2014

Spiral the Topic: Family



84

Novice Mid – High	Intermediate Low	Intermediate Mid-High	Advanced Low
<ul style="list-style-type: none"> Who are the people in this picture? Describe them. What do they like to do? What don't they like to do? 	<ul style="list-style-type: none"> What are the members of this family doing? What questions would you like to ask about this family? 	<ul style="list-style-type: none"> This family spends time together each week. What traditions exist in your family? Explain one tradition in detail. What are you currently doing to create or continue family traditions? What traditions will you establish when you have a family of your own? Describe a tradition that you hope will exist in your future. 	<ul style="list-style-type: none"> Many believe that families who have strong traditions have a better quality of life. Do you agree or disagree with this belief? What impact would stronger families have on our society? Support your opinions with specific examples.

Laura Terrill, 2014

Toolbox

85

Toolbox		
Language Functions	Related Structures/ Patterns	Vocabulary Expansion
Identify places in a city		
Ask for and give directions		
Describe places in a city		
Express preferences with reasons about what cities to visit		
Make comparisons between cities in France and US		

Laura Terrill, 2014

Student Can-do's

86

I can	Yes	With some help	Not yet
Identify places in a city			
Ask for and give directions			
Describe places in a city			
Express preferences with reasons about what cities to visit			
Make comparisons between cities in France and US			

Laura Terrill, 2014

Toolbox

87

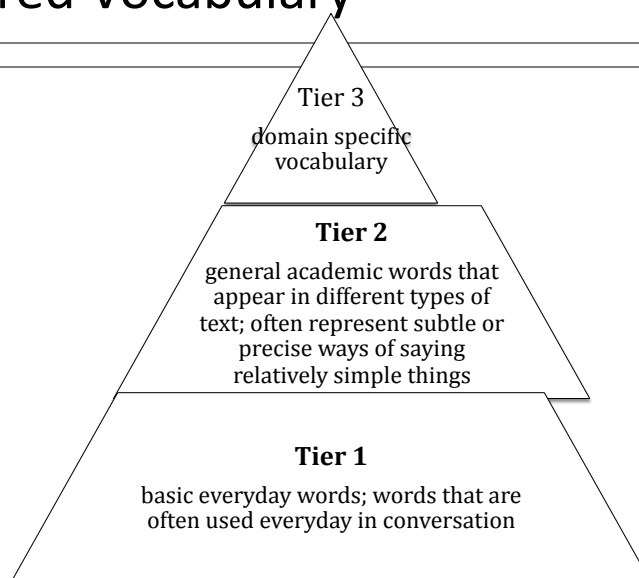
Toolbox		
Language Functions	Related Structures/ Patterns	Vocabulary Expansion
Identify places in a city	Here is (are) ... There is (are) ...	
Ask for and give directions	Prepositions of location Polite commands	
Describe places in a city	Adjectives – agreement & position	
Express preferences with reasons about what cities to visit	I prefer....because	
Make comparisons between cities in France and US	More than, less than, as many as....	

Laura Terrill, 2014

Tiered Vocabulary

p. 36

88



Laura Terrill, 2014

Toolbox

89

Toolbox		
Language Functions	Related Structures/ Patterns	Vocabulary Expansion
Identify places in a city	Here is (are)... There is (are)...	Tier 1 names of typical buildings compass directions adjectives Tier 2 winding streets city wall Middle Ages city center/old city
Ask for and give directions	Prepositions of location Polite commands	
Describe places in a city	Adjectives – agreement & position	
Express preferences with reasons about what cities to visit	I prefer....because	
Make comparisons between cities in France and US	More than, less than, as many as....	

Laura Terrill, 2014

Pause to consider

90

Toolbox		
Language Functions	Related Structures/ Patterns	Vocabulary Expansion
		Tier 1
		Tier 2
		Tier 3

Laura Terrill, 2014

Toolbox (continued)


91

Resources	Technology Integration
Where Should I Live? http://www.moneycrashers.com/where-should-i-live-decide-best-places/ Poitiers – YouTube video www.futuroscope.com	www.skype.com allows you to connect with others via live video http://edu.glogster.com/ allows students to create online multimedia posters with text, photos, videos, graphics, sounds, drawings, data attachments

Laura Terrill, 2014

lterrillfairfield.wikispaces.com

92





lterrillfairfield

☆ home

Laura Terrill
email: lterrill@gmail.com
pinterest: lterrillindy

Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design:
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

May 2014

Agenda	 Agenda.docx Details Download 94 KB
Powerpoint Handout	
Working Document - Overview of Units by Level	 Fairfield Theme_Topic Overview.docx Details Download 72 KB
Latin Overview Document	 Latin Fairfield Theme-Topic Overview.docx Details Download 90 KB

Laura Terrill, 2014

Food and Hunger

93



Laura Terrill, 2014

Food and Hunger

94

Students will consider personal connections with food. They will consider the type of food that they and others eat and will indicate their likes and dislikes. They will be able to say why they eat/don't eat certain foods, describing their tastes and commenting on how healthy or unhealthy certain foods are. They will be able to explain the number of calories needed to sustain life and will analyze the number of calories they consume with regard to the US and other food pyramids. Finally, they will consider why hunger exists, where it is prevalent and how various organizations are helping. As a class students will work individually and in groups to draw attention to hunger issues.

Laura Terrill, 2014

Student Can-do's

95

I can	Yes	With some help	Not yet
ask and answer questions about food and hunger			
talk about likes and dislikes concerning common and international foods			
identify where certain foods are from and identify key ingredient(s)			
ask and answer if they would like certain dishes and give reasons			
explain where and why hunger exists in the world			
explain how they make good / poor food choices			
explain how they make good / poor food choices			

Laura Terrill, 2014

Teacher Observation Check List

96

	ask and answer questions about food and hunger	talk about likes and dislikes concerning common and international foods	identify where certain foods are from and identify key ingredient(s)	ask and answer if they would like certain dishes and give reasons	explain where and why hunger exists in the world	explain how they make good / poor food choices	explain how they make good / poor food choices
Student 1							
Student 2							
Student 3							

Laura Terrill, 2014

<p>97</p> <p>Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They also listen to descriptions of images from Hungry Planet and select the image that is being described.</p>	<ul style="list-style-type: none"> • <i>Communication</i> • <i>Critical Thinking and Problem Solving</i> • <i>Collaboration</i> • <i>Creativity and Innovation</i>
<p>Students will create a public service announcement to address nutritional and / or hunger issues in their community.</p>	<p>Students will have completed various activities based on visuals throughout the unit. For the interpersonal assessment, students will be given random images and will be expected to ask and answer questions about food choice, likes and dislikes and diet. They will discuss hunger based on the setting of the images.</p>

Laura Terrill, 2014

<h2 style="text-align: center;">Food and Hunger Performance Assessment Tasks</h2>	
98	<p style="text-align: center;">Interpretive Task</p> <p>Students will read authentic text indicating basic concepts for a healthy diet. They will look at authentic recipes and indicate if the foods are healthy or not and will check reasons why or why not. They will also listen to descriptions of images from Hungry Planet and select the image that is being described.</p> <p>Laura Terrill, 2014</p>

Interpretive Mode

99

EOI ARUCAS
DEPARTAMENTO DE FRANCÉS

1

COMPRÉHENSION ÉCRITE :

Santé : Bien manger est un luxe

Une étude récente (*) montre que les personnes les plus pauvres mangent mal et mettent leur santé en danger. Un problème majeur dans notre pays où une personne sur dix est considérée comme pauvre.



Aujourd'hui, acheter une barre chocolatée, des chips ou une boîte de raviolis coûtent moins d'argent qu'un kilo d'oranges, qu'un morceau de fromage ou qu'un poisson ou une viande. Des enquêteurs ont interviewé 1164 habitants de Paris, Marseille, Dijon et Seine-Saint-Denis. Toutes bénéficient de l'aide alimentaire : on leur donne de la nourriture parce qu'ils n'ont pas beaucoup d'argent. Parmi ces personnes, une sur 100 seulement mangent assez de fruits et de légumes pour avoir assez de vitamines et fibres. Et moins d'une sur 10 mangent assez de fromage pour avoir assez de calcium.

Pour ces personnes, les risques de santé sont inquiétants : obésité, problèmes de cœur, cancers, troubles du comportement. Devant la gravité de la situation, l'aide alimentaire devrait peut-être fournir plus de produits frais, comme des fruits, des légumes, du fromage. C'est ce que suggèrent les auteurs de l'enquête qui ont noté que les personnes les moins bien nourries n'achètent pas d'elles-mêmes de produits frais. Comment le pourraient-elles ? La moitié d'entre elles dépensent moins de 5 euros par jour pour se nourrir.

(*) Étude Abena, 2004/2005

Laura Terrill, 2014

Interpretive Mode

100

Health: Eating Well is a luxury

A recent study (*) shows that the poorest people eat poorly and putting their health at risk. A major problem in our country where one in ten are considered poor. Today, buying a chocolate bar, chips or a can of ravioli cost less money than a kilo of oranges, a piece of cheese or fish or meat. Investigators interviewed 1,164 people in Paris, Marseille, Dijon and Seine-Saint-Denis. All benefit from food aid: they are given food because they have not much money. Of these, only one out of 100 eat enough fruits and vegetables to get enough vitamins and fiber. And fewer than one in 10 eat enough cheese to get enough calcium. For these people, health risks are of concern: obesity, heart problems, cancer, behavioral problems. Given the gravity of the situation, food aid should perhaps provide more fresh produce, like fruits, vegetables, cheese. This is what the authors suggest that the survey noted that the less well-fed do not buy themselves fresh. How could they? Half of them spend less than 5 euros per day for food. (*) Study Abena, 2004/2005

Laura Terrill, 2014

Translated using google translate

Interpretive Mode Assessment

101

1. Find the following English words in the article.
 1. a piece of cheese
 2. among these people
 3. everyone benefits
 4. fresh produce
2. Indicate whether the statement is true, false or not stated. If true or false, indicate where the information can be found in the article.
 1. Rich people do not eat as well as poor people.
 2. 10% of the population of France is considered to be poor.
 3. Poor people eat too many French fries.
 4. Healthy foods are more expensive than unhealthy foods.
 5. Only those who lived in Paris were interviewed.
 6. Poor people do not eat enough fruit.
 7. If you eat poorly, you risk being overweight.
 8. A lot of poor people do not spend enough on food.
 9. Rich people always buy fresh products.
 10. Poor eating habits can cause behavior problems.
3. What is the main idea of this article?

Laura Terrill, 2014

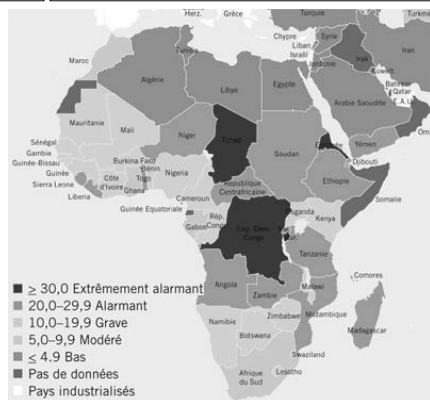
Interpretive Domains and Common Core

102

Domains from IPA Interpretive Task Comprehension Guide	English Language Arts Common Core Anchor Standards
Key word recognition	R4 – Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Main idea(s)	R2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. SL2 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Supporting details	SL3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. R2 – Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. R3 - Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Organizational features	R5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

Laura Terrill, 2014

103



- Where do you live?
- What do you eat? like to eat?
- Is hunger a problem? Why or why not?
- How many people are severely hungry?
- What is the solution?

http://www.lexpress.fr/actualite/societe/les-chiffres-de-la-faim-dans-le-monde_1040867.html

Laura Terrill, 2014

Hungry Planet

104



Laura Terrill, 2014

Summative Interpersonal Assessment

105

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



Laura Terrill, 2014

Testing Day

1. **On-deck Area**

Students:

- Select images
- Practice both roles

2. **Performance Area**

Teacher:

- Indicates who starts
- Sets timer
- Assesses performance

- Use the technology that is available to you, low-tech options will work
- Select random partners on the day of the test, determine and post the order
- Assign work to students, often a presentational assessment will work well
- Create an ondeck area where each pair draws a situation at random, practices for 2 minutes and prepares to take either part
- Move the ondeck students to a station in front of you. Set a timer for a set amount of time and indicate which partner should start the conversation.
- Call time if necessary. Mark the rubric before asking the next pair to move to the station in front of you.

3. **Students in class work quietly on assigned task.**

Laura Terrill, 2014

Sample Interpersonal Domains and Common Core

How well am I understood?	Language Control/Comprehensibility	L.1 - Demonstrate command of the conventions of (the target language) grammar and usage when writing or speaking.
How involved am I in the conversation?	Functions, Text type	SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
What cultural knowledge and understandings do I share?	Cultural Awareness	SL.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal (target language) when indicated or appropriate. L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Laura Terrill, 2014

"On Demand" Presentational Task

108

You are so proud of yourself....a perfectly healthy day of eat and then disaster. Comment on your eating habits for the day...

Project-Based

Assume the identity of a child in another country. Introduce yourself. Tell about food choices in your country and comment on any hunger issues.

Laura Terrill, 2014

“On Demand” Presentational Rubric

109				
		Strong Performance	Meets Expectations	Approaching Expectations
		10	9	8
Am I understood? (Domain: Language Control)		My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message.	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message.	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader.
How rich is my vocabulary? (Domain: Vocabulary)		I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.
How well do I complete the task? (Domain: Functions, Content and Context)		I complete each part of the task adding some details.	I complete each part of the task.	I complete most of the task.

Laura Terrill, 2014

Sample Presentational Domains and Common Core

110			
Am I understood?	Language Control	W.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
How rich is the vocabulary?	Vocabulary	W.2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
How organized is my writing?	Text type	W.6.3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	

Laura Terrill, 2014

Sample Program Enduring Understandings

111

- ❑ Effective communication requires knowing how when and why to say what to whom.
- ❑ Global citizenship requires an ability to communicate in more than one language.
- ❑ An ability to communicate in another language fosters a better understanding of my own language and culture.
- ❑ Proficiency in a foreign language is a vehicle to gaining knowledge that can only be acquired through that language and its culture.
- ❑ Learning other languages enables an individual to participate in multilingual communities.
- ❑ The purpose of language study is to communicate so I can understand others and they can understand me.
- ❑ The study of a foreign language develops insights into the nature of language and culture.
- ❑ Custom and tradition vary within a culture, as well as between cultures.

Laura Terrill, 2014

Sample Program Essential Questions

112

- ❑ What does it mean to communicate effectively?
- ❑ How do I develop proficiency in a second language?
- ❑ What is culture? How can I develop a multi-cultural perspective?
- ❑ Why do I value the ability to communicate in a second language?

Laura Terrill, 2014

Targeted Language Goals

113

In 10 words or less, how would you define the goal for a level 2 high school class?

Laura Terrill, 2014

Targeted Language Goals

114

Level 1

(Novice)

use simple sentences / questions
on very familiar topics

Level 2

(Nov. High – Int. Low)

create with language at the sentence
level; ask questions

Laura Terrill, 2014

115

Level 3

(Int. Low – Mid)

develop ideas with supporting details
in three time frames

Level 4

(Int. Low – Mid)

narrate and describe in three time frames

Level 5

(Int. Mid – Int. High)

state an opinion and defend/support that opinion

Laura Terrill, 2014

Getting to Know You - Vocab

116

Getting to Know You Core Vocabulary

All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.	
greet and say good-bye to others	
	Hello
	Good morning
	Good afternoon
	Good evening/Good night
	Good-bye
	See you later
	See you tomorrow
	Sir
	Mrs
France dropped use of this word in 2012, other languages?	Miss

Laura Terrill, 2014

Possible Sequence

117

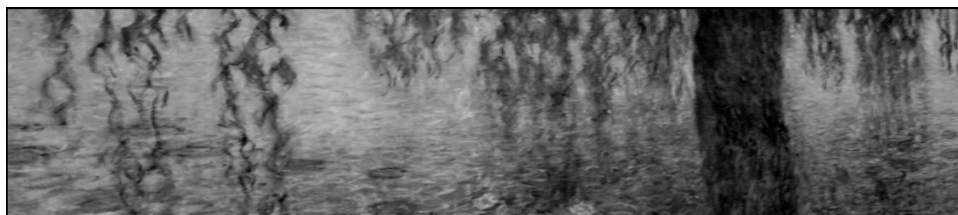
AP Theme	1	2	3	4	5
Personal and Public Identities	Global Citizenship	Heroism	Memories	Education and Your Future	Freedom
Family and Communities	Home Sweet Home	Responsibility	Stereotypes	Housing and Shelter	Love and Friendship
Contemporary Life	A Balanced Lifestyle	Urban Life	Tourist or Traveler	Coming Together	Media and Public Opinion
Global Challenges	Food and Hunger	Consumerism	Literacy	Revolution and Conflict	Biodiversity
Beauty and Aesthetics	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Science and Technology	Inventors	Go Green	Equal Access	Exploration	Innovation

Laura Terrill, 2014

Sample High School Units

Global Theme	1	2	3	4	5
Belonging	Global Citizenship	Responsibility	Equal Access	Love and Friendship	Global Collaboration
Challenges	The Natural World	Why Can't All Children Go to School?		Housing and Shelter	Revolution and Conflict
Creativity	Beauty is in the Eye of the Beholder	Museums	The Art of Food	Wonders of the World	Art as a Reflection of Society
Discovery	Inventors	Consumerism	Impact of Technology	Exploration	Innovation
Exploring Time and Place	Living in the City		Tourist or Traveler	The Wonders of the World	The Future is Now
Identity		Heroism	Memories		Media and Public Opinion
Well-being	A Balanced Lifestyle	Go Green		The Slow Food Movement	

Laura Terrill, 2014



Laura Terrill
World Language / ELL Consultant
Email: lterrill@gmail.com
Wiki: lauraterrill.wikispaces.com

The Keys to Planning for Learning: Effective Curriculum, Unit and Lesson D
<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-lea>

119
Laura Terrill, 2014